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Master's Dissertation/
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COOPERATIVE LEARNING IN THE FOREIGN LANGUAGE CLASS

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Abstract

Throughout the development of this Master Dissertation, we have highlighted the importance of the English language as a means of communication within Europe. We have also underscored the importance of the respect to and knowledge of foreign cultures. With this cultural and linguistic knowledge, students will be able to interact with people from different countries and cultures, respecting their customs and traditions.

To achieve these objectives, we have designed a didactic unit based on the methodological principles of the cooperative learning, including cultural contents. Especial attention has been paid to our students' motivation and autonomy. Furthermore, we have underscored that the teacher must not be seen as the centre of the class, but a resource or a guide.

Additionally, a theoretical framework for both methodologies has been provided together with practical activities to be done in class. Moreover, the elements of a didactic unit have been explained in detail. Finally, an eight-session-unit has been described, including simulations of real-life situations.

Key words.

Culture, English, Primary Education, content and language integrated learning (CLIL), cooperative learning.

Resumen

A través del desarrollo de este Trabajo Final de Master (TFM), hemos resaltado la importancia del aprendizaje del inglés como medio de comunicación en Europa, a la vez que hemos destacado la importancia del respeto y el conocimiento de diferentes culturas. A través de este conocimiento, tanto de la lengua como de la cultura, nuestro alumnado podrá interactuar con personas de diferentes sociedades y culturas respetando sus costumbres y actuando apropiadamente en cada situación.

Para conseguir estos objetivos, hemos diseñado una unidad didáctica basándonos en los principios metodológicos del aprendizaje cooperativo e involucrando contenidos culturales. Con esta metodología hemos prestado especial atención a la motivación y a la autonomía del alumnado, haciéndoles partícipes de su aprendizaje. Además, hemos destacado el rol secundario que debe de adoptar el docente, no siendo el centro de atención, sino siendo un guía y un recurso para que el alumnado se mueva libremente en su aprendizaje.

También, hemos proporcionado una base teórica de ambas metodologías y una lista de posibles actividades a realizar en clase. Además, todos los elementos de una unidad didáctica han sido explicados detalladamente. Por último, una unidad didáctica práctica de 8 sesiones ha sido pormenorizada, incluyendo actividades que preparan a nuestro alumnado para interactuar en situaciones de la vida real.

Palabras clave.

Cultura, inglés, Educación Primaria, aprendizaje integrado de contenidos y lenguas extranjeras (AICLE), aprendizaje cooperativo

Table of Content

1. INTRODUCTION	6
2. LITERATURE REVIEW	8
2.1. Language and Culture	8
2.2. Language as an obstacle in communication.	10
2.3. Attitudes and stereotypes.	11
2.4. Culture within the foreign language class.	12
2.5. Teacher's role.	14
2.6. Content Language Integrated Learning (CLIL)	15
2.6.1. Background	15
2.6.2. CLIL framework and characteristics	15
2.6.2.1. 4Cs framework	16
2.6.2.2. Language Triptych	17
2.7. Cooperative learning	18
2.7.1. Definition	18
2.7.2. Strategies and techniques to use cooperative learning.	19
2.7.2.1. Strategies	19
2.7.2.2. Techniques	21
3. DIDACTIC PROPOSAL	23
3.1. Justification	23
3.2. Contextual analysis	24
3.2.1. Surroundings and social context	24
3.2.2. The school and its resources	25
3.2.3. The students	25
3.3. Objectives	25
3.4. Key competences	27
3.5. Contents	28

3.6. Methodology	29
3.7. Information and Communication Technology	29
3.8. Timing	30
3.9. Sessions	31
3.9.1. Session 1	31
3.9.2. Session 2	33
3.9.3. Session 3	35
3.9.4. Session 4	36
3.9.5. Session 5	38
3.9.6. Session 6	40
3.9.7. Sessions 7 and 8	41
3.10. Transversality and interdisciplinarity	43
3.11. Assessment and Evaluation	44
3.11.1. What to evaluate?	44
3.11.2. When to evaluate?	44
3.11.3. How to evaluate?	44
4. Conclusion	45
5. Bibliography	47
6. Appendices	49
6.1. Appendix I	49

1. INTRODUCTION

In our current society, Information and Communication Technologies (ICTs) have supposed a shift, or just a change in the ways we usually maintain relations with others. This is one of the effects of globalization, everyone is connected on a higher level. This has supposed an improvement in our communication, however, although ICTs currently provide an easy way to contact others, foreign languages are still needed for interactions.

Another view of globalization, apart from the one in which people interact with others and travel to foreign countries, although the current situation presents some restrictions, markets and economies are widely open all around the globe. Consequently, communication with foreign companies through a common language seems to have become a must, besides, the European commission (2006 p 45) in its proposal for a council recommendation on Key Competences highlighted the importance of the preparation and the training of teachers in order to provide a suitable education to “*children who are learning the language of the school as an additional language, or who are bilinguals*” (European commission, 2006 p 45). Even though Spanish is the second most spoken language around the world and English is the third one, the latter maintains a remarkable success as a lingua franca, and more important to us, as European citizens, the most used language for European and international relations. As a result, during the last decade, English and bilingual programs have been gaining prominence in the Spanish educational System.

Taking everything into account, there is a factor which seems to have been forgotten: culture. Learning a foreign language implies the learning of its implicit culture. The awareness of the existence of different cultures is called “cultural knowledge”, the Collins English Dictionary defines cultural awareness as “*understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values*”. This is stated by authors such as Tina Rosenberg (2002) – blogger in The New York Times Magazine, and Mike Collins (2015), contributor of Forbes Magazine, to be one of the main advantages of globalization, people from different parts of the world with their own culture exchange their point of view towards life.

For the reasons described above, culture must be introduced within the Foreign language classroom. It is important to say that cultural contents are already included in the official curriculum – we will focus on this later – and we find cultural competence among the key competences that students must acquire at the end of the stage of Primary Education. However,

the real problem, in most of the cases, is that the teaching of cultural contents is just testimonial, thus, it is limited to some common English-speaking countries festivities such as Halloween, Christmas and Saint Patrick's Day.

Throughout the development of this Master's Dissertation, we will describe and design activities to be introduced in the English classroom of a Primary School. Among these activities we will include authentic materials such as songs, games, poems as well as graded and simulated materials made according to our students needs and for specific situations. The main purpose of these activities is to attempt to remediate the lack of cultural awareness that exist in our society.

We need to increase our students' awareness and open their minds toward other cultures, thus, we will try to achieve an improvement in tolerance and students will become open-minded and respectful citizens. This is intended to be carried out mainly in the region of Castile-la Mancha, nonetheless, it may be applied to any other region, especially in bilingual programs in which English would be the language of instruction, although non-bilingual schools would benefit from the resources also.

The best way to carry out all these tasks is by implementing the use of foreign cultural activities within the foreign language classroom. Hence, we must involve students in traditional games and different customs. All the lessons planned will have defined schedules. Although all of them will practice the four major skills (listening, speaking, reading and writing), some lessons will focus more on receptive skills and other on productive ones.

To do so, we will begin by establishing a theoretical framework where we will highlight why and how activities should be used by demonstrating their effectiveness as a learning tool, then we will develop a legal and curricular framework. And last but not least, we will provide a didactic unit with a wide variety of activities, explaining how they could be used and how they would suit our classes according to our students features and a critical view of the way we think they would work. Most activities will use a combination of authentic and graded materials and will be framed in cooperative learning.

2. LITERATURE REVIEW

The literature review will include three different sections. The first one will cover the definition of language and culture and their intersection as two independents but closely related factors. The aim of this theoretical part is to be able to provide a definition of intercultural communicative competence. In this process, we will divide this term into different smaller concepts and describe them so that we can construct a consistent definition including all aspects. The second part will deal with teaching language and culture, how language can be a means of communication, but also a factor that prevents communication, and how to overcome this issue. Also, within this section, we will include the use of literature as a cultural vehicle together with the cultural contents to be included suggested by Byram (1994) and the teacher's role following Kramsch (1996) and Petranová (2014). The last section will deal with the methodology to be used in the Foreign Language Classroom, although an eclectic method will be used, taking the best part of each method and approach, special attention will be paid to cooperative learning techniques and Content and Language Integrated Learning (CLIL) methodology. Thus, their main features, advantages and disadvantages will be described.

2.1. Language and Culture

We must begin this part by the intersection of culture and language learning. First of all, we must define what is understood by culture and language. After these definitions, we are going to focus on two sides of the same topic, we will explain why language is one of the most important ways of communication. On the other hand, we will explain why language is also a barrier which prevent communication, in addition, we will explain some ways of avoiding this barrier.

The Collins English dictionary defines culture, among several definitions retrieved from its online version, as:

1. *“Culture consists of activities such as the arts and philosophy, which are considered to be important for the development of civilization and of people's minds.”*
2. *“A culture is a particular society or civilization, especially considered in relation to its beliefs, way of life, or art”.*
3. *“The culture of a particular organization or group consists of the habits of the people in it and the way they generally behave”.* (Collins English. (n.d.). Culture. In CollinsEnglish.com dictionary).

Furthermore, throughout history, there are a number of authors that have defined culture according to different factors, I would like to highlight some of them. First, Larson and Smalley (1972) used the term “blueprint” to describe the common characteristics and the common path

that a group of people, from the same community, follow. In addition, they stated that these characteristics start from a very young age in the family life. Another author such as Lederach (1995) defined culture as the knowledge shared by a group of people and the strategies they came up with for receiving, distinguishing, deciphering, expressing, conveying and manifesting the realities that are around them. Brown (2007 n.p. as cited in Tran-Hoang-Thu, 2010 p. 5) also defined culture as the *“ideas, customs, skills, arts, and tools that characterize a certain group of people in a given period of time”*. Fox (1999 p. 90 as it can be also found in Tran-Hoang-Thu, 2010) claim that *“culture is relative and changeable in space and time”*. Following Damen (1978), culture normally involves a number of different features, among which I would like to highlight the following ones: (1) Culture is acquired; (2) culture is not a fixed factor, it might evolve in time; (3) culture is a characteristic of being human; (4) culture and language maintain a close relationship. With all these definitions, we can claim that culture represented by the different features that a group of people have in common that guide their behaviour in a specific time and place. Just as cultural features are acquired by individuals since the moment they are born, each individual contributes to these features and evolve with them.

Once we have defined culture, it is time to define what language is, and then, how these two characteristics of human beings interact and go hand in hand in their development. Language is one of the characteristics of being human, albeit communication can take place among animals, it is language what differentiates us from other species of animals. In the same line as the definition of culture, I would like to use the definition of language according to the Collins English dictionary, where among its many definitions, I would like to choose the following ones:

1. *“A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing”*.
2. *“You can use language to refer to various means of communication involving recognizable symbols, non-verbal sounds, or actions”*. (Collins English. (n.d.). Culture. In CollinsEnglish.com dictionary).

Bloch & Trager wrote (1942: 5): *“A language is a system of arbitrary vocal symbols by means of which a social group co-operates”*. On the other hand, according to Sapir (1921: 8): *“Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.”* From these definitions, we can gather that language is a social means of interaction, however, from a linguistic point of view, we can claim that language is the way in which human beings express their ideas, thoughts and feelings

and that is not limited to sounds but also includes body language and facial features and gestures.

So far, we have seen the definition of both culture, which normally influences the way a group of people see the world, and language, which is a vehicle of communication and a transmitter of culture. Nonetheless, language can also be a barrier that prevents communication among individuals. The next section will cover some of the ideas to avoid this barrier.

2.2. Language as an obstacle in communication.

Another important aspect of globalization is the easy and quick ways we have nowadays to travel around our own country or to foreign countries. These movements, even within the same countries leads us to find that language may be an obstacle when communicating with others. In countries like Canada, there are some areas in which French is the main languages and others in which English, on the contrary, is the most-used language. It is important to highlight that Canada is considered a bilingual country and most of the population speak both languages. However, when we travel to foreign countries whose languages are not shared by us, we may have serious issues to interact with native speakers. There are several ways of getting around the barrier formed by lack of knowledge of the foreign language, but none has yet been entirely successful. The most well-known ones are:

- Enlarge the number of interpreting resources: although the most usual way to avoid this linguistic barrier is with translating resources, it is not practical since translation aims at providing equivalence between languages, and it is very difficult to achieve.
- Implement and expand an auxiliary language: on many occasions, Esperanto, first invented by Zamenhof, which was believed to be a real solution to the linguistic barrier. Esperanto is an artificial, auxiliary language specifically created to be used all over the world. However, it had innumerable, unsolved problems such as how can people be persuaded to learn a new language?
- Favour an existing and well-known language: since Esperanto supposed more problems than benefits, other people thought that the most realistic way to avoid the linguistic barrier was the use of an existing language as a lingua franca, like Latin was wildly used in education in Western Europe. However, we cannot predict whether a lingua franca will diversify as a result of being spoken in all corners of the world.

- And finally, provide motivation and resources to learn foreign languages. All things being considered, it is clear that there is not an easy, ideal solution to the linguistic barrier, as a result, it seems that the teaching and learning of foreign languages is the most realistic way to reduce the language barrier.

Consequently, according to Kramersch (1993), there are four ways in which culture can be taught successfully: “*establishing a ‘sphere of interculturality’*”, “*teaching culture as an interpersonal process*”, “*teaching culture as difference*” and “*crossing disciplinary boundaries*” (Kramersch 1993: 205). Since these four ways are key in order to introduce foreign cultures in our lessons, they are worth explaining in more detail.

To begin with, “*Establishing a ‘sphere of interculturality’*” (Kramersch, 1993, pp. 205-206), states that we learn cultures by comparison to our own culture, by creating a link between the features of the target culture and our features, then see the differences and understand them. “*Teaching culture as an interpersonal process*” (Kramersch, 1993, pp. 205-206), refers to the need to link meaning and practice situations. It is useless to teach facts about the target languages since meaning is included within the discourse, consequently, we need to teach how to understand others, not how to understand facts. “*Teaching culture as difference*” (Kramersch, 1993, pp. 205-206), the fact that every culture is different is reflected in that every person is different from each other even if they share the same culture. In this sense, focusing on individual differences within the same culture will avoid the creation of stereotypes and negative attitudes towards foreign cultures. “*Crossing disciplinary boundaries*” (Kramersch, 1993, pp. 205-206), this last factor leads us to think that our subject is not a waterproof department, in other words, we must not limit our subject to the teaching of linguistic and cultural features, but to introduce other aspects which will motivate students and see that the target language is used all over the world. A good example of this are sports. Football and Basketball are widely played all around the world no matter the country or even the continent.

While expounding on these lines of thoughts developed by Kramersch (1993), it came to light that positive and negative attitudes and stereotypes toward the target culture have such a great effect in our students, it is now time to define them and give tips on how to avoid them.

2.3. Attitudes and stereotypes.

So far, we have made clear that the introduction of culture within the foreign language classroom is of paramount importance in order to make students aware of the different points of view from which either we can be seen by others or others can be seen by us. Nonetheless,

while teaching the cultural framework of a language, there are two factors to be considered: stereotypes and attitudes.

To begin with, a stereotype is the general view of a culture in which the cultural differences and cultural features are over generalised. Then, every person of that culture is seen as having these cultural features, which is normally false. Since most cultural features are seen as negative, it is not beneficial for students to have this view of other people who belong to other cultures. Unfortunately, it is important to highlight that these stereotypes are not limited to cultures, but also to geographical areas. However, how do stereotypes form? Students, as every person in the world develop their point of view according to the features of their own culture, consequently, they see the reality from a single point of view, thinking that this is objective and shared by everyone. Stereotyping usually implies some type of attitude towards the culture or language in question. Gardner and Lambert (1972) claimed that foreign language students will make the most of the lack of stereotypes and that positive attitudes will cause an improvement in their inner motivation toward the target culture while negative attitudes will have the opposite effect. Since we want our students to be intrinsically motivated to learn and get to know the target culture more, we need to turn these negative attitudes into positive ones. The exposure to authentic materials and real situations will help acquire a real and detailed perception of the target culture.

2.4. Culture within the foreign language class.

The importance and relevance of teaching culture within the foreign language class is manifested in the European legal framework, as we are going to highlight in this section. Also, the Spanish curricular framework claims the importance of including cultural contents in the foreign language area.

The Common European Framework of References for languages (CEFRL 2001) declares in its chapter on Language Use and the Language User:

“The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They enable the individual to develop an enriched, more complex personality and an enhanced capacity for

further language learning and greater openness to new cultural experiences". (Council of Europe 2001, p 43)

The CEFRL also set, among the goals of teaching culture in the foreign language classroom and intercultural skills and know-how (section 5.1.2.2), the following objectives.

- *The ability to bring the culture of origin and the foreign culture into relation with each other.*
- *cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures.*
- *the capacity to fulfil the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations.*
- *the ability to overcome stereotyped relationships.* (Council of Europe 2001, p 104)

Throughout this document, the importance of cultural teaching has been widely remarked. However, what contents should be included? The cultural contents to be included in the foreign language class are so broad that it becomes difficult for language teachers to select them correctly. The final aim is not to make students learn facts and situations and then apply this new knowledge in real situations, but to provide them a wide variety of authentic situations so that they can manipulate and internalize the language. Pivoting upon situations, students will have the chance to learn the skills to react and interact in social situations they had never previously been in, yet prone to have utility outside the classroom. This will be explained later in detail in the legal framework section since our curricular framework extensively offers details for support. Meanwhile, Byram and Morgan (1994, as cited in Habiňáková 2015) proposed a number of important cultural contents, which included "*social identity, social interaction, socialization and the life-cycle, stereotypes and national identity*" among others.

Furthermore, Neuer (1994, as cited in Habiňáková 2015), proposed elementary experiences categories ("*Elementare Daseinerfahrungen*", Habiňáková 2015 p. 255), which intended to be the bridge between foreign culture and our own. We can list, among others, the following ones: "*personal identity, family structures, political system*" and "*interpersonal relationships*".

Along the previous lines we have reviewed the guidelines provided by some authors regarding the selection and treatment of the foreign culture in our lessons. All of them seem somewhat meaningful, however, we need to take into consideration that students are the

receivers of these contents, and they must be involved not only in the proposed learning situations, but also in the selection of contents and activities. Before focusing on the students, who do have a pivotal role, we need to focus on the other participant in the class: the teacher.

2.5. Teacher's role.

Within the teaching-learning process in which the learning of cultural contents is included, there are three factors of paramount importance: the students, the families and, last but not least, the teacher. Albeit the three participants go hand by hand, I would like to focus now on the teacher and the teacher's role. According to the methodology adopted by the school, as a general way of working, or the particularities used by the teacher, there are many roles that may be played. In the last century, the teacher's role has lifted from the centre of the class, to be seen as a resource or a manager of a human group. Following Kramsch (1996 p. 47, as cited in Habinaková 2015 p.3), the teacher is seen “(...) *as the expert knower, who represents a native-speaking host community, and whose role is it to impart a certain body of knowledge to non-native speaking non-knowers in order to facilitate their integration into the speech community*”. From this perspective we can claim that the evolution of the teacher's role has taken the right path and their job should be guiders, motivators and foreign language and culture resources. As a consequence, previously mentioned in this paper, the aim is not to explain authentic situations and then make students simulate them in groups, but to give students the skills to get involved in cultural situations and act correctly and respectfully, because a full understanding of the situations will be reached gradually.

So much pressure is held by teachers, however, is their formation and training enough to cope with all these roles? Have they been provided with the skills to adapt to the new reality within schools? There is not a clear answer to these questions, nonetheless, Habinaková (2013, p. 13) stated that “*Teachers' education should be therefore aimed at understanding the core of intercultural communication, determining the relationship between language and behaviour (in one's own and target language culture), developing the skill of acquiring and processing information about culture and selection of suitable techniques of teaching culture*”.

All in all, we can conclude this part with two important statements in which future research should be based upon: learners' learning should not be limited to cultural facts but to develop an autonomous, critical thinking. The second statement, on the contrary, is that as society is under an ongoing change, so is the role of the teachers, consequently, the education of teachers must be adapted to modern times. Although the third main part of this Master's

Dissertation will be devoted to the didactic proposal in which the objectives, contents and the methodology together with the typology of activities will be included, now it is time to provide a review of the theoretical background of a method which has meant a tipping point in the way contents are worked on: Content and Language Integrated Learning (CLIL) and cooperative learning.

2.6. Content Language Integrated Learning (CLIL)

2.6.1. Background

Although this methodology is widespread in western and eastern Europe, the first country which made wide use of this methodology in Europe was Finland in the early 1990s. It supposed a change and an innovation, not only in the Finnish curriculum, but also in the way the teaching of foreign languages was approached. However, it is important to mention that the original methodology, which was the base of CLIL, appeared for the first time in the United States and in Canada.

The timing for the development of this methodology was very accurate, since globalization has created, in the last couple of decades, the need for competent speaking citizens in foreign languages. The expansion of National Markets and the development of international companies has supposed a shift in the importance of languages parallel to the importance of technical qualifications of the workers. After this short justification of the quick and wide expansion of CLIL, it is time to define it. CLIL is “*a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language*” (Coyle, Hood, and Marsh, 2010 p 1). From this definition, we can gather that this methodology has two main focal points: the content and the language. However, I would highlight that language is just part of the vehicle for the teaching of contents, it is not taught deductively, but rather inductively through the quality and quantity of the input provided by the teacher and the materials such as recordings, videos, podcasts and the like, consequently, this amount of time exposed to the foreign language is beneficial for the students.

2.6.2. CLIL framework and characteristics

General definitions and a theoretical background have been proposed before, as a result, it is time to provide a connection between theory and the practical application of CLIL as an approach or a method. The most common guidance that teachers can receive from CLIL experts are “language of learning, language for learning, and language through learning” and “content, communication, cognition, and culture”. These terms, highly used by CLIL experts, were first

adopted by Coyle (2010), the first set belongs to his language triptych and the second set refers to the 4Cs structure (Coyle et al., 2010).

2.6.2.1. 4Cs framework

Coyle (2005) developed a framework based on the 4Cs which includes four guiding principles that may be very useful for primary and secondary teachers when implementing this methodology in their lessons. The 4Cs framework includes, as mentioned above, content, communication, cognition, and culture within CLIL context (see Figure 1).

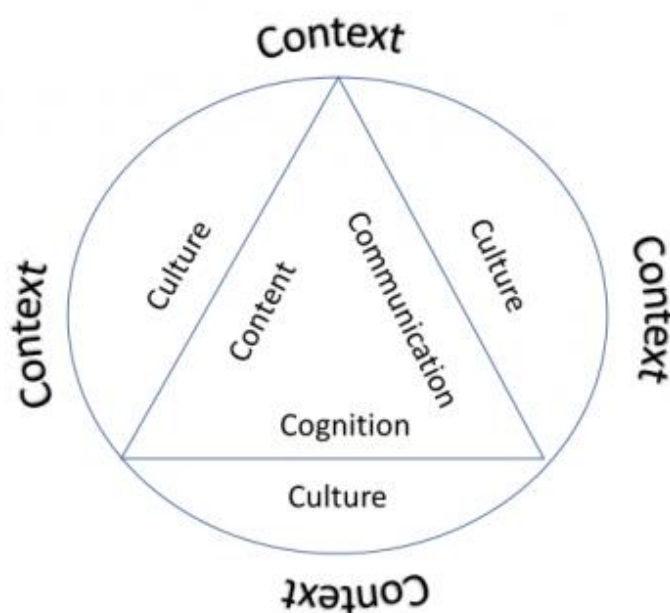


Figure 1: The 4Cs Framework (Coyle et al., 2010, p. 41 as cited in Gabillon 2018, p. 14)

Content refers to the school subject which uses the target language as a vehicle of instruction. However, as we stated before, although CLIL is a dual-focused educational approach, the foreign language must be seen as a means of communication, consequently, the assessment must be focused on the acquisition of contents.

Cognition refers to the development of thinking skills. In this regard, with the CLIL methodology, the new knowledge and skills are applied in a meaningful controlled context, such as the classroom situations.

Communication. In this regard, communication is seen as a part in the learning of the target language. Besides, Coyle et al. (2010) differentiate three different kinds of language: language of learning, language for learning, and language through learning. These will be explained in detail in the next section.

Culture. With this methodology, we aim at integrating content and language, thus, one of the objectives of CLIL is the development of cultural understanding and awareness in our students. This will be dealt with in the promotion of multiculturalism in our lessons.

The next aspect which will be delved into is the language triptych (Coyle et al., 2010), which was already mentioned when describing one of the 4Cs, communication.

2.6.2.2. *Language Triptych*

This was developed to highlight the importance of language and its functions within a CLIL context. According to Coyle (2007) students use the language with different purposes. First, they use the language to learn the content of the school subject. Therefore, students use the language to participate in the different activities and classroom situations. Finally, they learn the language itself. The importance of language in CLIL is summed-up in figure 3.

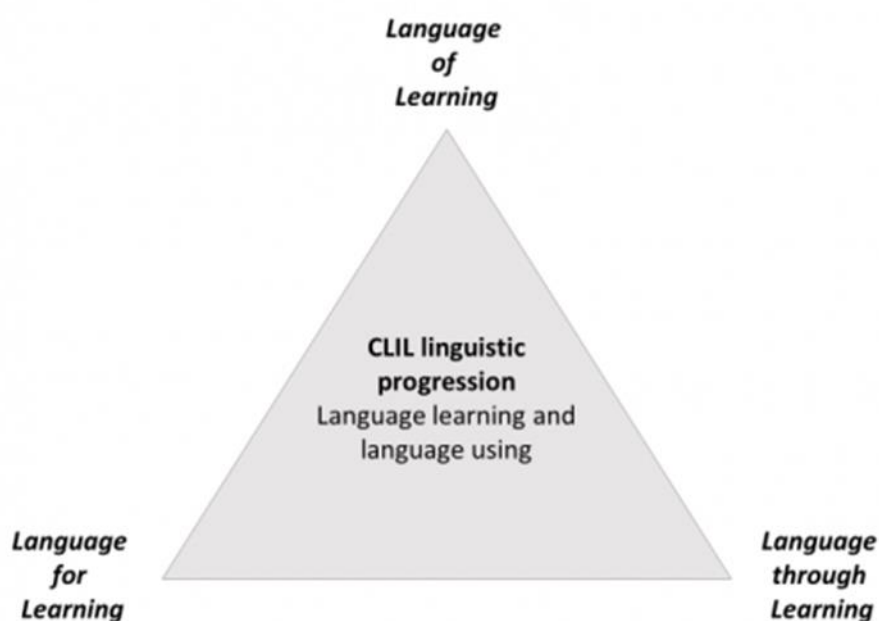


Figure 2: Coyle's language triptych (Coyle et al., 2010, p. 36 as cited in Gabillon 2018, p. 14)

The three uses of language can be explained as follows (1) Language of learning is the specific content related to the topic or the theme. In other words, the target language. (2) Language for learning is needed to participate in the classroom situations such as group work, pair work, asking doubts, debating, interacting and the like. (3) Language through learning is

the product of the involvement and interaction of language and thinking. As a result, it emerges during the learning process and cannot be predicted in advanced.

Before explaining the cooperative learning methodology, these two sections, the Coyle's 4Cs model and the Coyle's language triptych concept, have gathered the principal theoretical concepts regarding the role of language, content, cognition, communication, and culture and incorporate them within the CLIL approach.

2.7. Cooperative learning

Cooperative learning techniques have been implemented throughout Spain in recent, consequently, through this section, the main focus will be focused on cooperative learning methodology. First, we will define it explaining its general characteristics, after this, strategies and techniques to use cooperative learning in class will be explained. Finally, these techniques will be assessed as well as a proposal to improve them will be provided.

2.7.1. Definition

The fact that human beings need to be in groups in order to survive has been clear since pre-history, in which independent individuals formed small communities to work on the land, hunt and cooperate in other activities. In larger civilizations, the need for collaboration for the purpose of coping with organizational problems such as politics, economics and trades progressed in such a way that if they were to succeed, they had to have interdependent roles working towards the same common goal.

Following Johnson, Johnson and Holubec (1999), cooperative learning is a kind of class organization in which students are divided into small groups and work together towards a final aim. In addition, learners benefit from each other's knowledge since they not only acquire that knowledge, but also, they feel part of the success. Also, cooperative learning is defined by other authors as we can see here:

“Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner held accountable for his or her own learning and motivated to increase the learning of others” (Olsen and Kagan, 1992, p. 8 as cited in Criado and Sánchez 2012, p. 6).

This concept is sometimes mistaken for collaborative work; however, we can wonder if their differences are important enough for teachers to bear in mind. The answer is a resounding yes. The lack of knowledge of these differences can make a teacher not use either of these methods productively. Collaborative learning can be defined as *“a method that implies working*

in a group of two or more to achieve a common goal, while respecting each individual's contribution to the whole" (McInnerney and Robert 2004, 205 as cited in Kozar 2010, p. 1).

Both concepts already defined, we can conclude that the main difference between them is that while in cooperative work the main focus is on creating a final product which will be achieved providing that members of the group do their individual objective, collaborative work, on the contrary, implies that members of the group interact at the same time to achieve the final product.

All in all, we can conclude that cooperative learning seems to be a useful approach in language learning and more than just a type of grouping since students acquire knowledge at the same time, they develop effective strategies to work with other students, develop learners' autonomy and responsibility. The typology of cooperative learning techniques, strategies and activities which will be used in the didactic proposal will be explained in the next section.

2.7.2. Strategies and techniques to use cooperative learning.

2.7.2.1. Strategies

As it has been stated, cooperative learning could be an effective methodology when it is properly used. In other words, there is a number of principal aspects to be considered as important such as the grouping of the students, the organization and flexibility of the classroom space and the appearance of the classroom.

The right grouping of the students is a key factor to the successful implementation of this methodology, as a consequence, it must be consciously carried out. The first step to make the groups, since they will be long lasting, is to know the students. It is highly recommendable to do a sociogram of the class prior to the groups. The good relationship between members of the group is important, thus, a period of time of observing the students' behaviour is also advisable.

Regarding the general characteristics of the groups, all of them must be heterogeneous, since heterogeneity is a key factor in the development of social skills such as understanding of others, empathy, collaboration and the like. Also, the grouping must foster motivation, participation and group work abilities. Equality between genders is a necessary requisite to be considered.

Furthermore, an important factor to be taken into account is the number of students included in each group. There are activities which can be done in pairs, in groups of four or more. However, the best way of grouping is in groups of four students. This leads to the features of the students that must be placed in the same group. Following Pujolás (2004), one effective way to divide and select the students is by placing them in three different columns. Each column will include students with similar characteristics. The first column will be composed of the most efficient students. The second column, on the contrary, will include the students with more difficulties. It is important to highlight that within these two columns, only the half of the class will be included. Finally, the other half of the class will be placed in this last column.

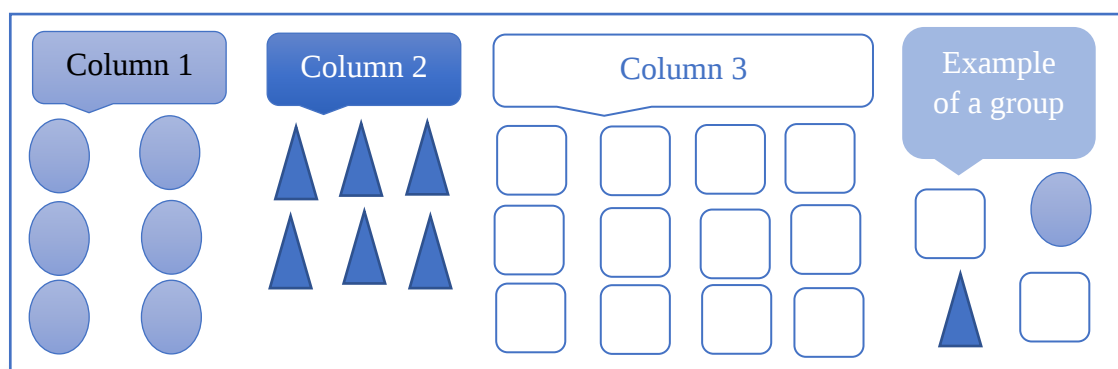


Figure 3: Distribution of students (Pujolás, 2004)

After this distribution and bearing in mind the compatibility factors mentioned in the previous paragraphs, the selection of students for each group can be carried out. One student from the first column, another student from the second column and two students more from the third column would be the composition of each group.

The next aspect that must be dealt with is the distribution of roles within the groups. Although there is not a clear unique criterion to name the different roles, they can be divided according to the responsibilities and tasks that are posed to the students.

Different types of roles withing the cooperative learning methodology are: leader, secretary, speaker and material and time coordinator.

- **Leader:** this member has to carry out the coordination task, in other words, the different tasks which will allow the successful consecution of the final aim, are coordinated by this member.
- **Secretary:** the main activity of this member is the transcription of the ideas, agreements and conclusions reached by the group. Furthermore, the secretary, in collaboration with the speaker, prepares the oral presentation.

- The speaker is the member of the group who will communicate the agreements and conclusions reached by the group. Also, he/she will interact with the teacher and with other groups when needed.
- Materials and time coordinator. Among the main tasks that this member has, I would like to highlight that he or she will ensure, not only that the team has all the materials needed for the activities, but also that all this material is working properly and not misused. Regarding time, he or she will be responsible for respecting the time for each activity and project.

Although four members per group would be the most common grouping, in some cases, we can find a group of five members, then, we can choose one of the previous roles and assign it to another student.

Furthermore, the appropriacy of the selection of the role for each student will be an important factor. It would be advisable to begin the assignment of roles with the members who will possibly have more difficulties, and then the rest of the students. Another pivotal factor to be considered here is the role of the teacher, however, this important issue was dealt with in section 2.5.

When students first arrive at the classroom, at the beginning of the year, a space where they will be studying for the whole year, it should offer the motivation to begin the school year with energy rather than being an empty space. Consequently, the classroom appearance is an important factor.

The appearance of the classroom leads us to the space distribution. If it is the first year that students take part in cooperative learning, it is advisable to teach them how to organize it effortlessly. It may be seen as a difficult task in addition to time consuming at the beginning, but once students are used to organizing the classroom quick and silently, the change of activities will not suppose a problem. It is important to mention that the role of the teacher change drastically within methodology, these roles that teachers should adapt have been previously explained.

2.7.2.2. *Techniques*

There is a large number of techniques that follow the cooperative learning principles and that can be very useful for different classroom situations. These techniques have been classified and defined by many authors such as Aronson (1978), Kagan (1988), Johnson, D. W;

R. Johnson y E. Holubec (1983), among others. In this section, I would like to focus on the techniques that will be used in our didactic proposal.

Jigsaw (Aronson, 1978). Within this technique, the grouping of the students is different to their main group. These new, heterogeneous groups are assigned a common topic or issue which will be further divided between the members of the group, consequently, each member will become an expert in his/her issue or area. This expert will be in charge of the successful development of his/her part. One of the most important aspects of this technique is that experts of the same area from different groups will eventually meet and interact about their task to see other experts' point of view. Then, all members of the original group will come together and explain their work to the others.

Rotating paper (Pujolás, 2004). In this activity, a sheet of paper is given to each team, then a topic is introduced and a time is established. Then, when the time starts, one by one and in order, each member of the group writes a sentence or a word - according to the instructions of the teacher. All members keep writing until the time is over. They must pay attention to their partner's contribution since all mistakes must be corrected. When the time is over, the speaker reads their contribution to the rest of the class and finally, each member of the group will copy it in their notebook.

Pens in the middle (Pujolás, 2004 adapted from Kagan, 1994). A number of questions are proposed to each team, then, all the members of the group leave their pen or pencil in the middle of the table, which means that all of them are ready to speak and comment but writing is not allowed. When all the questions are answered, students take the pen and start writing the answers in their notebook.

3-minute stop (Pujolás, 2004 adapted from Kagan, 1994). While the teacher is explaining a topic, there is a stop of three minutes. In this stop, groups have to do two different tasks, an oral summary of what has been explained so far and the formulation of two questions. When the three minutes are over, each group by means of the speaker, ask one of the questions to the rest of the class who will answer to it. Then, the teacher carries on with the explanation.

1-2-4 (Pujolás, 2004 adapted from Johnson and Johnson, 1999). The teacher asks questions about a topic that was covered before.

- 1 – Individually, each member of the team will devote a few minutes to answer these questions.

- 2 – In pairs, they will share their answers and analyse each other's answers.
- 4 – Within the whole group, all members share their answers and then, they select the most accurate ones.
- Finally, each member will copy the answers on his/her notebook.

Throughout the development of this last section, a number of techniques which follow the cooperative learning principles have been explained. These techniques will be framed in a practical way in the didactic proposal.

3. DIDACTIC PROPOSAL

This part of our Dissertation will be devoted to describing the different parts that every didactic unit should have in order to cover the aspects included in our legal framework. This didactic proposal is designed for a class of students in the fifth grade of Education, for the subject English as a Foreign Language.

3.1. Justification

In a society in which knowledge is constantly changing and improving, the best legacy we can give to our students is the transmission of the different mechanisms necessary to integrate them into society effectively and constructively, in order to finally, allow them to participate in their development in an autonomous and personal way through this change.

The current curriculum continues emphasizing the conceptual aspect of the contents highlighting the stage objectives and the evaluation criteria and assessable learning standards, the importance of the acquisition of different skills such as: analysis, searching and finding out meaningful and important information, among others. All of this can help students to structure and organize several strategies of autonomous learning. This gives expression to one of the dimensions of the education linked to the development of the tutorial and guidance function, through the teaching: teaching to think and work, take risks, make decisions and accept responsibilities.

During the Primary Education stage, subject areas are the basic form of structuring contents. However, the fact that the knowledge is fragmented into different areas can hamper their comprehension and practical application. Consequently, since we intend to give our students a cross-curricular and integral education, we need to provide them activities and tasks in which they will have to use all their skills, and not an isolated set of skills.

Several investigations about students' learning, underline the social-natural, cultural and educational development as an important instrument. In this process, the teacher's work is presented as a mediator between the contents and the student's activity as an essential part. However, what is importance of English? Since English has been established as the international language of Education, students all over the need formation within this language. Apart from the benefits that learning a second language may have in the cognitive development of our students, it is important to mention that English can be seen as a vehicle of communication among students from different parts of the world, thus, it is a good means of cultural and social development. The interaction between students and teachers will decisively influence the socialization process, the increase of aspirations and academic achievement.

The stage objectives, the key competences, the evaluation criteria and the assessable learning standards are connected to this aspect. It will be necessary to design teaching-learning experiences oriented to create and maintain a climate of mutual acceptance and cooperation, promoting the organization of student teams and the distribution of tasks and responsibilities among them.

3.2. Contextual analysis

This section will explain the context of the students as well as the school in detail, which are important factors to understand the students' characteristics.

3.2.1. Surroundings and social context

The school is located in Cuenca, a city of about 50.000 inhabitants. The school is placed in the central area of the city, in the oldest part. Most of the buildings were built in the first half of the 19th century, but nowadays they are being replaced with newly built ones, so most of our students live in modern flats or, at least, renovated ones. Notwithstanding, there is a certain percentage of our students who live in old buildings with some structural problems. One of the most characteristic features of the neighbourhood is the lack of green spaces and leisure areas, with a certain area of insecurity, especially in the street where the school is placed.

Regarding the socioeconomic and sociocultural background of the students, there is an important number of commercial establishments and an absolute lack of industries in the neighbourhood. Most of the population works in the tertiary sector, performing a wide variety of activities: from wage earners to self-governing professionals.

3.2.2. *The school and its resources*

The facilities and the teaching resources of the school have been improved in recent years, in accordance to the needs and requirements that have come to the fore. School equipment was completely renewed in 2007. Every single classroom has an interactive whiteboard and a computer for the teacher's use. There are 50 netbooks at the students' disposal, three computers in every Pre-Primary education classroom and another 25 computers in the different rooms and offices. There are enough resources and facilities for each of the areas and stages in order to meet the students and teachers' needs and requirements.

Our classroom is lofty, properly ventilated and with a good illumination. We have desks and chairs that allow a flexible use, although the safety restriction due to Covid-19 do not recommend any kind of variation in the classroom organization. There is also a small classroom library and noticeboards on the walls to display posters and the students' work. We have an interactive whiteboard, Wi-Fi connection, a projector, a teacher's computer, and a blackboard.

The organization of students' seats will be in groups of four, since the methodology which we are going to use is cooperative learning. It is important to highlight that this distribution will allow all of them to have a proper view of both the digital board and the traditional board. Furthermore, this organization will be flexible and open to variations according to the type of activities. As we mentioned before, any kind of reorganization of the students will be carried out paying special attention to the Covid-19 protocols.

3.2.3. *The students*

The target group of students are in the 5th year of Primary School. They are aged between 9 and 10 years old. They have three hours per week of English as a Foreign Language taught by myself. This group is formed by 24 students of which 12 are boys and 12 are girls. It is important to mention that each student has different interests and preferences regarding the typology of tasks. There are also two students with special educational needs, one who has been diagnosed with Attention Deficit and Hyperactivity Disorder (ADHD), these needs will be explained in detail in the Attention to Diversity section. The other student was diagnosed as possessing high capacities, with them being especially outstanding in mathematics.

3.3. Objectives

The objectives can be seen as the references of the achievements that students will have to accomplish at the end of a certain period, such as the whole stage of Primary Education, an academic year, a didactic unit or just a lesson. The different activities and tasks carried out in

class must have as goals some of these objectives. For this didactic proposal, I would like to include the most relevant objectives included in the legal framework, as well as the specific objectives of the didactic unit.

To begin with, the general objectives for the whole stage of Primary Education are included in the Royal Decree 126/2014, February 28th, in which the Curriculum of Primary Education is established, also in its article 7, it establishes 14 objectives, however, letters D) and F) are the most relevant regarding this thesis.

- D) To know, to understand and to respect different cultures and differences among people. The equality of rights and opportunities between men and women and the non-discrimination of disabled people.
- F) To acquire the basic communicative competence in a foreign language to express and understand simple messages.

Furthermore, the general objective for the area can be found in the evaluation criteria, since they are the references to evaluate the students learning and knowledge, consequently, we will explain them in detail in the section dedicated to evaluation. Finally, the specific objectives of this didactic proposal, which revolves around a common, well-known topic “The City” are the following ones:

Linguistic objectives:

- To understand explanations, conversations and other oral messages.
- To engage in guided and spontaneous conversations.
- To learn essential spelling and punctuation rules.
- To understand the ideas and identification of the main characters in tales, comics, and other narrative texts.
- To develop reading strategies: getting the gist of a text, etc.
- To use dictionaries, glossaries, and of the ICT as a means of reference and learning.
- To take care in the elaboration, presentation, and elaboration of texts.
- To ensure revision and self-correction of the texts which have been composed.
- To use dictionaries, other printed means of reference and of ICTs (word processors).

Cultural objectives:

- To know and to recognize customs and cultural traditions of the English-speaking countries.

- To learn and perform traditional songs.
- To carry out role-play dialogues and debates.
- To introduce children's literature in English (stories, poems, rhymes and simple plays)
- To start investigating about British History and characters of the English-speaking countries.

Specific objectives of the unit:

- To develop teamwork abilities.
- To foster students' responsibilities towards their group roles.
- To develop positive attitudes.
- To identify the different and most important parts of the city.
- To identify free-time activities around the town.
- To be able to say and understand addresses and routes to go to highlighted places.
- To raise awareness about the importance of a respectful treatment of common spaces and civil tourism.

It is important to highlight that these objectives include both linguistic objectives and cultural objectives, since we stated before the importance of the development of the cultural competence in our students.

3.4. Key competences

As well as the general objectives for the whole stage of Primary Education, the Key competences are also included in **Royal Decree 126/2014**, February 28th, in which the Curriculum of Primary Education is established. However, for the definition of these competences, we must take into account **Order ECD/65/2015**, January 21st, which describes the relationships between competences, contents and evaluation criteria. The key competences are:

- Linguistic competence. This competence refers to the use of languages for communicative purposes, this includes foreign languages too. The development of the linguistic competence will benefit from learning other languages.
- Mathematical competence and key competences in science and technology. This competence involves the mathematical knowledge and the knowledge of natural and social science.
- Digital competence involves the use of technological tools to search and classify information autonomously, critically and safely.

- Learning to learn competence. This competence refers to the ability that students have to design, evolve and rate their own learning.
- Social and civic competences will allow students to be good citizens in today's world. This competence will provide them the skills to understand society and the principles of respect.
- Sense of initiative and entrepreneurship refers to the ability to develop an action plan, take risks and accept all possible responsibilities.
- Cultural awareness and expression refer to the ability to recognize the importance of cultures in the development of our personality, the importance of the creative expression of ideas, experiences and emotions.

After this short explanation of the key competences that our students must have acquired at the end of the stage of Primary Education, it is time to focus on the next element that is included in the didactic proposal, the contents.

3.5. Contents

The learning contents maintain a close relation with the objectives. The contents refer to the information and instruments that our society considers as important to develop our future citizens. Regarding the Foreign Language area, Royal Decree 126/2014, February 28th, in which the Curriculum of Primary Education is established, there are four blocks of contents.

- Block 1 includes the contents for the comprehension of oral texts.
- Block 2 deals with the production of oral texts: expression and interaction.
- Block 3 involves the contents for the comprehension of written texts.
- Block 4 concerns the contents of the production of written texts: expression and interaction.

The specific contents which this didactic unit will deal with are:

- Get to know famous foreign cities and its cultures.
- Description of features of cities and instructions.
- Instructions and depiction.
- Parts of a city
- Identification of free-time activities around town.
- Regular and irregular verbs.
- Indication and recognition of addresses.

- Development of social and civic competences regarding a respectful and civic tourism and treatment of the parts of the city.

3.6. Methodology

The teaching learning process must be based on a rigorous plan of what we want our students to achieve, once the objectives and the contents have been decided, it is time to plan the methodology to be used in the different moments of the school year.

The methodology, then, can be defined as the planning of activities, techniques, methods and approaches followed by the teacher in order to cover all the contents and achieve the objective proposed, in other words, it is the plan of the teacher's work and the variety of classroom situations. Also, within this term we can include the development of the teaching practices.

For this didactic proposal, as we stated in the literature review, we are going to follow cooperative learning methodology. It is important to mention that our students are already used to following cooperative techniques, thus, the use of routines, the use of Information and Communication technologies (ICTs) – which will be explained in detail later in a section devoted to it - and other activities will be neither a problem nor time-consuming.

The typology of activities used during the lessons will include, among others, initial and final evaluation, icebreakers and closures for the beginning and end of the class, simulation of real-live simulation, etc.

Furthermore, to maintain a good atmosphere in class, classroom discipline must be taken into account. At the beginning of the school year, the students and the teacher should reach an agreement regarding classroom rules and consequences, both positive and negative.

Finally, with this methodology, not only the objectives will be reached but also some of the final aims of the foreign language subject, the development of communicative competence and preparation of the students to live in a society respecting others' thinking.

3.7. Information and Communication Technology

In the era of technology, it is important to highlight the wide variety of opportunities that new technologies are bringing to classroom situations. The two most common tools that can be found in almost every classroom are: the projector or overhead projector and the interactive whiteboard. While the former is just a means to illustrate visual materials such as pictures or videos on the wall – it does not need any other equipment-, it is also usually a

motivating tool for our students because they find themselves doing different things in the class. It is easy and quick to use so students keep their motivation while the teacher is using it, however, the materials to be projected need to be prepared before the class.

On the other hand, the interactive whiteboard goes a step further, it provides the chance to do interactive activities and games with the students. Also, it is a good common way to use the digital book and control the time students spend doing an activity.

Furthermore, other important resources that are at our disposal are eTwinning and Erasmus+, these are two European programs which allow students to meet other European students from different countries. Needless to say, that not all of the websites are safe for our students to meet foreign people, however, these programs are specific for schools in which teachers and students may find other schools with the same goals and are willing to work together to achieve them.

It is important to mention that there are plenty of programs and apps for students to make the teaching-learning process more enjoyable. “Vivavideo” is a program and a mobile app which provides the opportunity to create videos in an easy way. These are very useful to make the task more appealing for students, for example, instead of telling students to write how to get from the school to the supermarket, they can go from the school to the supermarket while they are recording the way and saying aloud if they have to turn left or right what important buildings they find on their way. It will motivate students to see their partners’ reactions to the video. Also, other programs such as Prezi and PowerPoint can be used not only by the teacher to introduce or develop the topic, but also by the students. Following the example of the city, as a final project, they can do a presentation about their favorite city, displaying its main characteristics, the most remarkable buildings, etc.

3.8. Timing

This didactic unit is included in a didactic program which will have 15 didactic units, in other words, there will be 5 units per term. Each unit will be divided into 8 sessions of 45 minutes, four sessions per week. It is important to highlight that this is just the initial plan for the timing of this unit. We must be aware of the flexibility of the timing since students may find difficulties with some of the contents and more time will have to be devoted to certain area.

The approximate dates of this didactic unit, according to the 2020/2021 school calendar, are from the October 12th to the October 23rd.

3.9. Sessions

Throughout the development of this section, the sessions that are included in our didactic program will be explained. As we have stated before, we will follow the principles of cooperative learning. Furthermore, there are two other principles that we will include, (1) Presentation, practice and production principle (PPP) and (2) pre, while and post principle. Apart from the main focal point of each unit, there will be a cultural focal point. In this unit, it will be *The Beefeaters*. The introduction of this cultural aspect will be in an inductive way, through the listening and reading activities. Moreover, in session 6, students will be able to surf the web to search information about this day and include it in the written task.

3.9.1. Session 1

Specific objectives for this session:

- To reorganise the members of the groups.
- To learn and become familiar with the vocabulary of the topic.
- To recognize the similarities and differences between the target city and Cuenca.

General procedure of the session: This is the third unit of the contents, consequently, students are already familiar with the fact that every two units, the members of the groups will be changed. The procedure to select the members is the one suggested by Pujolás (2004) (cf. section 2.7.2). It is important to mention that since the beginning of the school year, students have used cooperative learning techniques, as a result, they are already familiar with the roles and the responsibilities of each role. Within this initial session, the teacher will explain the topic and the main contents that students will be exposed to.

Activity 1. New groups.	
Objectives: To reorganise the members of the groups.	
Resources: -	Length of the activity: 5 minutes.
Procedure: Although the seating arrangement is already formed, students will wait at the front of the class to know their new groups and their new partners. The teacher, group by group, will say the different names of the students aloud and the role that they will have within this group. Also, the teacher will write the different names of the students on the board.	
Evaluation: -	

Activity 2. Icebreaker activity.	
Objectives: To learn and become familiar with the vocabulary of the topic.	
Resources: Digital board	Length of the activity: 5 minutes
Procedure: The teacher will play a video on the digital board in which a tour of the city of London can be seen. Students will have to copy the parts of the city they recognize. Oral comprehension skills are involved in this activity. For the last 5 minutes of this activity, students will watch another video about the Beefeaters to introduce the cultural aspect of the unit. This video will explain why these soldiers were called beefeaters and what was their work in London. This way, both videos will have a close relation.	
Evaluation: -	

Activity 3. Debate	
Objectives: To recognize the similarities and differences between the target city and our city	
Resources: vocabulary and grammar sheets.	Length of the activity: 15 minutes
Procedure: After the video, students will have to discuss in pairs – applying the “discussion pairs” technique - the features and monuments of the city. The teacher must be a resource for students. To help students’ fluency, we can provide them sheets in which useful vocabulary and open sentences are included.	
Evaluation: Direct observation	

Activity 4. Identification and definitions	
Objectives: To develop teamwork abilities.	
Resources: Blackboard and notebook	Length of the activity: 15 minutes
Procedure: This activity will be divided into two parts. First, once the discussion in pairs is over, the teacher will ask each of the pairs a vocabulary item included in the video. The student selected will write all of them on the board. Once all the target language has been said, the vocabulary will be divided and assigned to the formal groups, which, with their own words, will have to come up with a short definition. For this activity, students can use the sheets provided in the previous activity.	

Evaluation: Direct observation

Activity 5. Glossary and closer	
Objectives: To identify the different and most important parts of the city	
Resources: Notebook	Length of the activity: 5 minutes
Procedure: Students will have to create a glossary with the target language vocabulary in their notebooks.	
Evaluation: -	

3.9.2. Session 2

Specific objectives for this session:

- To remember the vocabulary introduced the previous class.
- To develop listening skills
- To raise awareness about the different parts of a city.

General procedure of the session: to begin with, we will link the last closer with the warm-up of this session. What we want to achieve with this is to activate the content that was taught the last session. The main focal point of this session will be on listening. Furthermore, we will inductively introduce the grammar of unit and the way of describing a city.

Activity 1. Icebreaker activity	
Objectives: To develop positive attitudes.	
Resources: Flashcards and pictures	Length of the activity: 5 minutes
Procedure: For this activity, students will work with their formal cooperative groups and they will play “find your partner”. Each group will be given flashcards and pictures of the parts of the city and the different vocabulary items that were covered the previous day.	
Evaluation: -	

Activity 2. How much you know

Objective: To remember the vocabulary introduced the previous class and develop listening skills	
Resources: Flashcards, pictures and a listening	Length of the activity: 15 minutes
Procedure: Match and define. This activity will be divided into two small parts. For the first part, as in the previous activity, students will work in their formal groups. After they have matched the words with the pictures, we will play a recording in which the definition of some, but not all, of the words are included. The recording will be played twice. Once this is over, the words that were not defined in the recording will have to be defined by the students. For this second part, the students will work in pairs. They will have to define the vocabulary with their own words, then, after 5 minutes, each pair will compare their definition with the other pair of the group, together, they will have to choose one. Finally, the teacher will ask each of the groups one of the definitions.	
Evaluation: Direct observation	

Activity 3. Listening activity	
Objective: To develop listening skills. To identify the different and most important parts of the city	
Resources: the digital board, a recording and a multiple choice task.	Length of the activity: 20 minutes
Procedure: This activity will be developed individually, at least, most of the time. For this task, students will receive a sheet of paper with two tasks in multiple-choice format. First, there will be an exercise with three options (a, b and c), and students will have to choose one of them while listening to the recording. The second task, on the contrary, will be based on a text in which there will be ten gaps. For each gap, the students will have to choose between two options that will appear in bold. Needless to say, that the listening will be based on a description of a city and giving and following instructions. For the correction, the students will rotate their papers to another member and the teacher will provide the answers.	
Evaluation: -	

Activity 4. Closer	
Objective: To remember the vocabulary introduced the previous class	
Resources: Blackboard	Length of the activity: 5 minutes
Procedure: Following the whole class teaching principle, for the last 5 minutes, students will play hangman.	
Evaluation: -	

3.9.3. Session 3

Specific objectives for this session:

- To develop reading skills
- To work on giving and following instructions in an inductive way
- To work with the description of a city.

General procedure of the session: this session will focus on mainly reading skills. Also, in an inductive way, we will introduce the sequence for giving and following instructions. For the second part of the session, we will receive an email from our international friends from The Netherlands. Each student will find a new email from a student from the Netherlands; however, we will only read the teacher's email which will explain the content of the activity the international friends are doing. The other email will have to wait until the session dedicated to ICTs.

Activity 1. Icebreaker activity	
Objectives: To activate and motivate students regarding the third lesson	
Resources: Blackboard	Length of the activity: 5 minutes
Procedure: For this activity, students will play a warmup game to connect this lesson with the previous one. Rather than playing a hangman game, they will play Pictionary, drawing the different most remarkable buildings of Cuenca.	
Evaluation: -	

Activity 2. A new email !	
Objective: To identify free-time activities around the town.	
Resources: Interactive white board	Length of the activity: 10 minutes

Procedure: After this short introduction game, the teacher will tell the students that all of them have received or are about to receive a new email from their international friends from The Netherlands. The email will describe a part of their city. In order to prepare the reply to this email, each student will have to think and write some free-time activities that they enjoy doing at weekends. However, the email will have to wait until the session which takes place in the computers room.

Evaluation: -

Activity 3. 1-2-4 activity

Objective: To develop the reading skills.

To foster students' responsibilities towards their group roles.

Resources: Photocopies and the notebook

Length of the activity: 25 minutes

Procedure: For the development of this activity, we will follow the cooperative technique 1-2-4. Students will receive a photocopy with a text about our cultural focal point, the beefeaters, and two different post-reading activities. Following the cooperative technique, first, students will read the text and think about the answers individually. After 5 minutes, in pairs, students will have to discuss their selections and ask their partners if they had any problem. Later, the formal groups will debate and decide which is, from their point of view, the correct answer. Finally, the teacher will provide them the answers.

Evaluation: Direct observation

Activity 4. Closer

Objectives: To work on the description of a city

Resources: -

Length of the activity: 5 minutes

Procedure: For the last 5 minutes, students will have to discuss within the formal group which part of the city they will describe to their European friends.

Evaluation: -

3.9.4. Session 4

Specific objectives for this session:

- To be able to give and follow instructions correctly.
- To recognize the principal places of a city.
- To develop oral production skills.

General procedure of the session: this forth session will deal with the grammar of the unit in a deductive way. After working on grammar inductively through the reading in the previous session, it is time for the learners to create their own instructions to guide other students around the city. To do so, we will use the cooperative technique rotating paper.

Activity 1. Icebreaker activity	
Objectives: To activate students' previous knowledge.	
Resources: Blackboard	Length of the activity: 5 minutes
Procedure: In order to connect this session with the previous one, the warmup activity will be a follow-up activity of the last closer. This time, students will have to think where the place they want to describe is located and how to go there from the school.	
Evaluation: -	

Activity 2. Deductive Grammar.	
Objectives: To learn how to give and follow instructions correctly	
Resources: Interactive white board, blackboard and a map.	Length of the activity: 10 minutes
Procedure: For this activity, the methodology will be whole class teaching. For a short period, the teacher will be teaching the grammatical structure that all instructions and direction must follow. Then, examples of how to give and follow instruction successfully will be provided. As we did in the first session, o help students' fluency, we provide them sheets in which open or incomplete sentences are included.	
Evaluation: Direct observation	

Activity 3. Where are you now?	
Objective: To be able to say and understand addresses and routes to go to highlighted places	
Resources: A map and notebook	Length of the activity: 25 minutes

Procedure: Following the cooperative technique rotating paper, each student will write a place from the map on the paper, be it the post office, the police station, the hospital, an embassy, the town hall.... Once all the students have done this, the paper will be cut into 4 parts and each member will take a different one. After this, following what was explained before, each student will write, on a separate paper, the instructions necessary to go from the school to the place they have taken. Finally, once the instructions are written, each member will give those instructions to another member of the group, who will have to follow the instruction and find out what place it was.

Evaluation: Direct observation

Activity 4. Closer

Objectives: Self-assessment and reflexion

Resources: -

Length of the activity: 5 minutes

Procedure: For the last 5 minutes, students will say the main difficulties they had to follow the instructions, the mistakes they had to correct – if there were any – and whether they arrived at the correct place or not.

Evaluation: -

3.9.5. Session 5

Specific objectives for this session:

- To develop reading and listening skills.
- To plan a composition.
- To analyze the structure of the description of a place.

General procedure of the session: this session is closely linked to session 6, which will take place in the computers' room and will be devoted to answering the email we received in session 3. Consequently, we will provide students with texts and audios in which different places and notorious buildings are described. In order to make the most of the cultural factor of the unit, the texts will also include information about The Beefeaters.

Activity 1. Icebreaker activity

Objectives: To develop teamwork abilities.	
Resources: A map	Length of the activity: 5 minutes
Procedure: For this activity, students will be grouped in pairs. To connect this new lesson with the previous one, each member of the pairs will select a place on the map and the other member will have to say the instructions to go from the school to that place.	
Evaluation: -	

Activity 2. Listening activity	
Objectives: To develop listening skills. To raise awareness about the importance of respectful treatment of common spaces and civil tourism.	
Resources: Photocopies and a listening	Length of the activity: 15 minutes
Procedure: We will give the students a photocopy with 2 activities to be done while they are listening to a recording. It is important to highlight that the first listening will describe a place of the city and the second listening will tell a story about The Beefeaters. Each listening will be played twice. The first time, the students will try to complete the exercise on their own. Then, they will do it in pairs, while the listening is played for the second time. Finally, students, in their formal groups, will compare their responses, and then, the teacher will give them the answers. This procedure will be repeated after each listening.	
Evaluation: Checklist	

Activity 3. Transcript and the Structure	
Objectives: To analyse the structure of the listening	
Resources: The transcript of the listening	Length of the activity: 20 minutes
Procedure: After the listening activity, the students will receive the transcript of the listening. Then, in groups, will have to analyse the principal aspects of the place that is described. Where it is located, if it is a building or a square, etc. Regarding the second audio, students will have to highlight the historical facts.	
Evaluation: Direct observation	

Activity 4. Closer	
Objectives: To plan their writing	
Resources: The blackboard	Length of the activity: 5 minutes
Procedure: Students will tell the teacher what they want to describe to their international colleagues. The teacher will write them on the board and will check if the places or buildings are appropriate.	
Evaluation: -	

3.9.6. Session 6

Specific objectives for this session:

- To answer an email.
- To develop digital competence.
- To describe a place or a building of the city.

General procedure of the session: As we stated before, this session will take place in the computers' room. Students will have the chance to read the email they have received from their international friends. Furthermore, they will have the chance to answer them.

Activity 1. Icebreaker activity	
Objectives: To plan their writing	
Resources: The blackboard and the notebook	Length of the activity: 5 minutes
Procedure: the teacher will review the different parts of the place and the structure that the email must have. Students will copy this in their notebook just in case they have doubts while typing the email.	
Evaluation: -	

Activity 2. Movement	
Objectives: To move to the computers' room silently	
Resources: The computers' room	Length of the activity: 5 minutes

Procedure: after the icebreaker activity, the whole class will go to the computers' room. Group by group, students will stand up and move to the class door. Once they are all lining up, they will move together to the computer room.
Evaluation: -

Activity 3. Email	
Objectives: To read and answer the email	
Resources: Computers and previous knowledge.	Length of the activity: 30 minutes
Procedure: Since the previous lessons were a preparation for this task, students will be able to read the email with the description of a place or a monument that they received from their international colleagues. After reading it, they will have to answer it, however, two different parts will be included. First, they will have to describe a place or monument and can also attach a picture. For the second part, and using the ICTs, students will have to search for information about The Beefeaters and include information about it in the writing too. The email will have to be sent to the teacher for its correction. It is important to mention that the students who do not finish the email on time will be able to finish it at home.	
Evaluation: Evaluation chart and checklist.	

Activity 4. Closer	
Objectives: To go back to class	
Resources: -	Length of the activity: 5 minutes
Procedure: Students will have to switch off the computers and go back to class in the same way they came at the beginning of the class.	
Evaluation: -	

Since the last two sessions will be devoted to assessment, the teacher will provide students reinforcement and extension activities. They will be included in appendix I.

3.9.7. Sessions 7 and 8

Specific objectives for this session:

- To demonstrate the knowledge and skills acquired during the unit.
- To be able to state and follow instructions in an oral way.
- To be able to critically evaluate the work of their partners of the group, the work of the teacher and their own work.

General procedure of the session: These two sessions will be devoted to assessment and evaluation. Since our class is divided into 6 groups of four students, for session 7, three groups will be doing the oral assessment and the other three the written assessment; in session 8, the opposite.

Activity 1. Icebreaker activity (only for session 7)	
Objectives: To prepare the classroom for the assessment.	
Resources: Evaluation charts and checklists	Length of the activity: 5 minutes.
Procedure: The teacher, with the help of the students, will move the tables and chairs that were placed in the middle of the classroom to the corners of the classroom. After this, students and the teacher will create the simulation of a city – the streets, roundabouts, and buildings - on the floor of the classroom with black and white cello tape. For each important building, we will write its name on a sheet of paper.	
Evaluation: -	

Activity 2. Assessment	
Objectives: Assessment	
Resources: Evaluation charts and checklists	Length of the activity: 40 minutes
Procedure: For groups one, two and three, each member of the group will have to take a sheet of paper with the task. Having been given two places of the city, each student will have to design a route to go from one place to the other. On other small pieces of paper the names of all students are written. After randomly picking one name at a time, each student will have to follow the instructions of his/her partner, and then, they will reverse the procedure to the same partner. While the first three groups are doing this oral assessment, the other three will be doing the self-assessment, the group assessment and the teacher evaluation. The teacher will	

give the students the charts which students will have to evaluate their own work, the work of their partners and the work of the teacher.

In session 8, the groups who were doing the oral assessment will take the written one and vice versa.

Evaluation: Collection of data.

Activity 3. Closer (only for session 8)

Objective: To organize the classroom again

Resources: -

Length of the activity: 5 minutes.

Procedure: the teacher and the students will organize the tables and the chairs that were moved before. They will also clean the floor.

Evaluation: -

3.10. Transversality and interdisciplinarity

As the sessions have been explained, it is now necessary to expound upon the interdisciplinarity and transversality aspects. As it was underscored before, we must not consider our subject as an independent, isolated department, but an area that contributes to the acquisition of other contents. Thus, regarding interdisciplinarity, there are two areas that are clearly worked on in this didactic proposal, Geography – since the organization of cities are inductively taught - and History, as The Beefeaters and why they were important for the history of London was explained. Both History and Geography can be found within the school subject of Social Science. Furthermore, the target language to be learnt is how to give and follow instructions, and the city provides the suitable scenario to develop these skills. The coordination among teachers that work with the same group is of paramount importance for transversality, consequently, if both teachers work on the same topic at the same time, the learning will be more meaningful. Finally, since students will actively work on their oral skills with maps, they are also training and developing their orientation skills, which are mainly worked on in Physical Education.

Throughout the development of the 8 sessions, not only English as a foreign language but other subjects have been worked on within most of the activities carried out, as a result, transversality and interdisciplinarity are achieved.

3.11. Assessment and Evaluation

The evaluation and the assessment of the teaching learning process will involve several aspects, not only the evaluation of the acquisition of the contents of the students. Most students see evaluation as their main goal in which they put all their work and effort; however evaluation also means the critical revision of the teacher's performance, the adequacy of the objectives, the contents, with the aim of improving them. Consequently, assessment and evaluation must be considered of paramount importance.

The process of evaluation is regulated by Royal Decree 126/2014, February 28th, by which the curriculum of Primary Education is established. It refers to evaluation in its article 12.

3.11.1. What to evaluate?

With this didactic proposal, which follows cooperative learning methodology, there are three important aspects to be evaluated: language, content and culture. As we stated before, the objectives, contents and evaluation criteria have a close relation, consequently, the evaluation criteria will indicate the attainment of the objectives. The best way to evaluate these three aspects is in action, consequently, the real acquisition of the linguistic and cultural skills is proved in real situations in which students must face everyday life situations and challenges.

Since all the aspects of the teaching-learning process must be improved, the teacher's work will be also evaluated. This will provide indications as to what aspects to develop further.

3.11.2. When to evaluate?

Within this didactic proposal, there are three types of assessments, in other words, three important moments to assess our students: initial assessment, which takes place at the beginning of a specific teaching period such as the school year, didactic unit, etc. This intends to provide information about previous knowledge of the new topic. The second one, continuous assessment, is carried out during the whole teaching period. This assessment allows the teacher to see what aspects entail more difficulties for our students to adapt accordingly. The final assessment, the opposite of the initial assessment, takes place at the end of a specific teaching period and has as its main aim to provide information about the attainment of the contents and the consecution of the objectives.

3.11.3. How to evaluate?

This section refers to the evaluation tools used during the didactic proposal. Since this is a didactic proposal, from my point of view, techniques such as direct observation, teacher's

diary, and rubrics will allow teachers to evaluate the students better than a written exam. Therefore, in this didactic proposal there is no written exam. However, what is included is the use of checklists and rubrics which will evaluate the oral and written productions of the students, their behavior, their daily work and their achievement of the objectives.

The evaluation tools used are:

- Students' evaluation checklist.
- Teacher evaluation checklist.
- Group assessment checklist.
- Rubrics for written and oral assessment.
- Reading results record.
- Listening results record.
- Record sheets of each student which include classwork, homework, behavior, etc.

From the beginning of each didactic unit, students must know the percentage of each major skill and the work for the final mark.

Content	Final Mark
Listening	20%
Speaking	20%
Reading	20%
Writing	20%
Participation in class	5%
Homework	5%
Attitude	10%

4. Conclusion

Throughout the development of this Master's Dissertation, a new way of including cultural contents applying cooperative learning methodology has been presented. This new focal point seems to becoming more important in schools. The inclusion of historical and cultural aspects of foreign countries is not an isolated matter of the History subject. Intercultural learning should be introduced in primary schools, English and Social Science are the more prominent subjects in which we may include interculturalism although it can be included in

others too. The CLIL methodology has allowed us to select the contents to be covered while we are still working on the linguistic aspects included in our legal framework.

Furthermore, the active methodology presented in the activities, together with the roles that students must adapt to, have as a main goal to involve the students in their own learning. Within this involvement, not only will the students' motivation increase, but their awareness about the importance of meaningful learning will also be more prominent.

The situations presented have tried to bring the outside world to the English classroom. By using these simulations, students not only learn the linguistic and cultural skills, but also can experience the feeling they may have when they are in a foreign country and need to go to a specific place. It is important to mention that Information and Communication Technologies are considered an important resource for both teachers and students since the latter are already digital native and need to be taught how to use the ICT in safe environment. Thus, the resources presented in the activities meet these requirements.

To conclude, with the theoretical parts of this Master's Dissertation, we have provided a background with the advantages that cooperative learning methodology and CLIL methodology can provide to our lessons. Subsequently, we have provided the design of a didactic unit with ready-to-use techniques in which the four major skills are developed. I would like to conclude saying that this structure is open and valid to be used with other focal points and in both higher and lower levels, although we have chosen the fifth grade of Primary Education in this case.

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6. Appendices

6.1. Appendix I

Although the extension activity is intended for students who have demonstrated that they master the skills and the contents covered in the unit, the reinforcement students can be done by everyone in the class, especially by those students who had some difficulties while doing the activities.

Extension activity.

After having covered the contents of the unit, for the extension activity, students will have to plan a trip, it can be a school trip to a new city.

Extension activity	
Objectives: To extent the contents of the unit	
Resources: ICTs and a map.	Length of the activity: -
Instructions: First, they will have to identify the most relevant places within this city, including the bus and train station. Then, they will design a detailed route to travel from one place to another. Moreover, they will have to find the differences between this new city and the one covered in class. Finally, the cultural aspects of the different areas of the city need to be included. As an example, we can choose Alcalá de Henares, which has three different main areas: the Jewish area, the Arabic area and the Christian area.	
Evaluation: Evaluation Chart.	

Reinforcement activity.

The reinforcement activity will be similar to the evaluation activity in written form.

Reinforcement activity.	
Objective: To review the contents of the unit.	
Resources: ICTs and a map.	Length of the activity: -
Procedure: Individually, students will have to select four different parts of their city or of the city covered in the unit. Then, they will have to write the address of the places together with the instructions to go from one place to another.	
Evaluation: Evaluation Chart.	

